

INDIANA SOCIAL-EMOTIONAL ARTS-BASED LEARNING COMPETENCIES



**VISUAL ARTS
STANDARDS**



SENSORY-MOTOR INTEGRATION

Sensory-motor integration is the unique sensory development and emotional ability of each person to be aware of their mind-body connection. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, and increasing alertness for learning. This competency is essential for all children, regardless of developmental assets or needs. Further, this competency is a part of providing trauma responsive education, because we know that toxic stress impacts the hearts, minds, and bodies of children.

1A. Students demonstrate an understanding of body awareness and that all emotions live in our bodies.

"I feel an awareness of my emotions in my body."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.2. Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.3. Students begin to identify two or three emotions in their body where they need to pause and think.	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none">1. Using focused attention practices, students inhale a deep relaxing breath. Upon the exhale, students draw lines to reflect the pattern of their breathing. See the <i>Draw Your Breath Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.2. Using mind-body awareness strategies, invite students to complete <i>The Color Your Body Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors. 2. Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and are beginning to add feeling words to body sensations. 3. Students identify two or three different emotions felt in their body to be aware of body and mind connection. 	<p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Using focused attention practices, students inhale a deep relaxing breath. Upon the exhale, students draw lines to reflect the pattern of their breathing. See the <i>Draw Your Breath Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Using mind-body awareness strategies, invite students to complete The <i>Color Your Body Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students are able to identify a sensation in the body through movements, art, focused attention practices and learning about the brain's neuroanatomy. 2. Students describe and list a variety of body sensations they experience each day to cope life stressors. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Using focused attention practices, students inhale a deep relaxing breath. Upon the exhale, students draw lines to reflect the pattern of their breathing. See the <i>Draw Your Breath Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Using mind-body awareness strategies, invite students to complete The <i>Color Your Body Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

			<p>3. Create a sensation word wall list in classrooms and schools so students can pull from these when needed for written self-awareness and self-expression. These sensations can be drawn and given size, shape, and color.</p>
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students identify body and natural rhythms such as heart rate, breathing, and sleeping, with regard to feelings, thoughts, and behaviors. 2. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body. 3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy. 4. Students describe and list a variety of body sensations they experience each day. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. Use Focused Attention Practices which are breathing exercises implemented for one minute at the beginning and end of class. Use visualization as students close their eyes and focus on their breath and the imagery of the visualization. See this <u>site for examples of visualization techniques</u>. 2. See the Mindfulness activity, <u>My Calm Place</u>, to help guide students through an exercise to develop focus, attention, and find a place of calm. 3. Create visual representations, lists, or charts in small groups to support students' understanding of how the mind (brain) and body work together to analyze and synthesize life stressors or teen life scenarios. Present findings in a larger group presentation. 4. View and analyze a variety of 2D & 3D works of art that show people with specific facial expressions in context or people in movement, and allow students to form an opinion of the artist's thoughts and feelings behind the work by the shape of the body in the work.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine. 2. Students are able to focus on their own body and breath. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. Use Focused Attention Practices which are breathing exercises implemented for one minute at the beginning and end of class. Use visualization as students close their eyes and focus on their breath and the imagery of the visualization. See this <u>site for examples of visualization techniques.</u> 2. See the Mindfulness activity, <u>My Calm Place</u>, to help guide students through an exercise to develop focus, attention, and find a place of calm. 3. Create visual representations, lists, or charts in small groups to support students' understanding of how the mind (brain) and body work together to analyze and synthesize life stressors or teen life scenarios. Present findings in a larger group presentation. 4. View and analyze a variety of 2D & 3D works of art that show people with specific facial expressions in context or people in movement, and allow students to form an opinion of the artist's thoughts and feelings behind the work by the shape of the body in the work.
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1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	1. Design a sign, poster, or other visual to use as a transitional cue to help students work on transitioning from one location to another or one content area to another. Using these types of signals can help teach students behavioral cues to manage transitions. 2. See the activity, <i>Finger Painting</i> , in the <u>Social-Emotional Learning Toolkit</u> (page 29) for additional information on this activity.
Late Elementary (3-5 grade)	1. Students begin to identify sensations to describe how they are experiencing an event, person, or relationship. (Example: I am feeling prickly.) 2. Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	1. Identify a sensation when you are around a person or situation that is unfamiliar. Discuss how and where you experience this sensation. Examples of sensation words are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can students name? Draw what this sensation feels like, looks like, where it occurs in the student's body, etc. 2. Create a sensation word wall list in areas of a classroom or school so students can visualize and use words and phrases for written and/or verbal self-awareness and expression.

			<p>3. Design a sign, poster, or other visual to use as a transitional cue to help students work on transitioning from one location to another or one content area to another. Using these types of signals can help teach students behavioral cues to manage transitions.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and need in my stomach and my hands.)</p> <p>2. Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Create a sensation word wall list in classrooms and schools so students can pull from these when needed for written self-awareness and self-expression. These sensations can be drawn and given size, shape, and color.</p> <p>2. Facilitate with students the <i>3-Minute Paper Activity</i>. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks.</p> <p>2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Use Focused Attention Practices which are breathing exercises to implement for one minute at the beginning and end of class. Students can use visualization by closing their eyes and focusing on their breath and the image or object.</p> <p>2. Facilitate with students the <i>3-Minute Paper Activity</i>. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p>

			<p>3. Watch appropriate video/movies showing examples of new experiences teenagers encounter in life at school and beyond school to generate discussions about how to respond/behave in those situations. Invite students to create their own mini-scenario using the <i>comic book template</i> as a way to sketch and share their story.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Use Focused Attention Practices which are breathing exercises to implement for one minute at the beginning and end of class. Students can use visualization by closing their eyes and focusing on their breath and the image or object.</p> <p>2. Journal patterns of activities, transitions, routines, and/or behaviors to identify and affirm social, academic, and emotional well-being. Journaling can take the form of words, pictures, digital art, audio clips, etc.</p> <p>3. Facilitate with students the <i>3-Minute Paper Activity</i>. Please see the <i>Building Social-Emotional Wellness Through the Arts Toolkit</i> for additional details.</p>

INSIGHT

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-awareness, and empathy for others. Insight helps students recognize their own strengths, areas of growth, identities, and how they complement each other in the larger society. Insight also helps students value how others feel and think differently from themselves.

2A. Students identify a wide range of body sensations, feelings, and emotions.

“I am aware of how emotions are felt and expressed by myself and others.”

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students develop and demonstrate emotional vocabulary to describe their feelings with the support of a trusted adult. 2. Students identify and name emotions and body sensations. Students continue to add feelings, emotions, and body sensations to express themselves. 3. Students process how to express emotions with “I feel” statements. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Using mind-body awareness strategies, invite students to complete <i>The Color Your Body Activity</i> to help develop emotional awareness. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Identify a character's emotion in children's literature and invite students to create a visual representation of what they believe the emotion looks like and feels like. Students can write a short narrative describing a time the same emotion was felt themselves. See <i>Children's Book List: Teaching Valuable Life Lessons</i> for possible book choices. 3. Students create masks, with each side of the mask representing two different emotions. Please see the <i>Behind The Mask Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

			<p>4. Draw or write a list of known emotions and share a time a particular emotion affected their response. Instruct students to draw or paint their emotional response.</p>
<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students add feeling and emotion-specific words to their shared vocabulary. 2. Students continue to process how to express emotions with “I feel” statements. 3. Students consistently add feelings, emotions, and body sensations to express themselves through a variety of modes. 4. Students can explain the mind-body-emotion connection. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Using mind-body awareness strategies, invite students to complete <i>The Color Your Body Activity</i> to help develop emotional awareness. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Identify a character's emotion in children's literature and invite students to create a visual representation of what they believe the emotion looks like and feels like. Students can write a short narrative describing a time the same emotion was felt themselves. See <i>Children's Book List: Teaching Valuable Life Lessons</i> for possible book choices. 3. Students create masks, with each side of the mask representing two different emotions. Please see the <i>Behind The Mask Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 4. Students explore worries/fears and explore the feelings connected to them by completing the <i>Defeat Your Monsters Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students use “I feel” statements to communicate their rationale for their emotional expressions. 2. Students continue to build emotional and feeling-specific vocabulary. 3. Students learn about the mind-body-brain connection and its role in our learning and relationships. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Students create masks, with each side of the mask representing two different emotions. Please see the <i>Behind The Mask Activity</i> in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Teach students about how the brain works through visual graphic organizers and instruct students to create their own visual representation of the main ideas taught. 3. Invite students to listen and then respond by drawing/painting/coloring how they interpreted the emotion the composer may be trying to portray and/or how the music made them feel. Play, <i>Song Quest</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations. 2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</i></p>	<ol style="list-style-type: none"> 1. Identify a sensation and draw, paint, write, or model with clay what it looks like and how it feels in your body. Give the sensation a color, size and shape. Share or discuss with others. 2. Students create an "I-feel" chart using their own images/photos illustrating a range of feelings. Students share examples of "I feel" statements in small groups and then teach to a small group of younger students.

			<p>3. Facilitate with students the <i>A Picture Says A Thousand . . . Activity</i> to help build emotional vocabulary. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>4. Invite students to complete the <i>Inside The Bubble Activity</i>.. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Late High School (11-12 grade)	<p>1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations.</p> <p>2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</i></p>	<p>1. View TedTalk videos or YouTube Videos that share perspectives, emotions, feelings and interpretations of people overcoming a problem or stressful situations through movement. Watch, discuss and reflect collaboratively with peers or whole class. Invite small groups of students to create an infographic or poster to summarize their key understandings from the TedTalk discussion.</p> <p>2. Facilitate with students the <i>A Picture Says A Thousand . . . Activity</i> to help build emotional vocabulary. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Invite students to complete the <i>Inside The Bubble Activity</i>.. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

2B. Students recognize personal strengths, areas of growth, identities, and how they complement each other in the larger society.

"I am aware of my strengths, areas of growth, identities, and how they complement each other in the larger society."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. With the support of their learning community, students begin to demonstrate an awareness of their personal strengths and identities.	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Create a storybook through art, conversation, and/or other forms of media. The student storybook can include pictures, drawings, words, or sentences for students to share their own personal strengths (students can continue to add to this book throughout the year).</p> <p>2. Create a collaborative personal strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree, discussing ways that others in the class can nourish and grow their strengths.</p> <p>3. Invite students to complete the <i>Puzzle of Positivity Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>4. Facilitate with students the <i>Happy Rocks Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

<p>Late Elementary (3-5 grade)</p>	<p>1. Students continue to identify their unique strengths and identities with the support of their learning community and explore how they connect to the larger society.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Invite students to participate in the <i>Scope of Strengths Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>2. Facilitate with students the <i>Happy Rocks Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>3. Create a collaborative personal strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree, discussing ways that others in the class can nourish and grow their strengths.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students begin to understand how their personal strengths and identities connect to societal aspects, emotional, behavioral, and academic learning.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</i></p>	<p>1. Create an acrostic poem that identifies a strength for each letter of the student's name. See the activity, <i>Acrostic Poem</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 35) for additional information on this activity. Invite students to create movements for each letter or a dance that accompanies their acrostic poem.</p> <p>2. Brainstorm with students a list of strengths they believe are important for various categories, such as:</p> <ul style="list-style-type: none"> • What makes a good friend? • What makes a good nurse? • What makes a good student?

			<ul style="list-style-type: none"> • Are strengths always visible to the eyes? • What grows and develops a person's strengths? <p>Invite students to complete the <i>Puzzle of Positivity Activity</i> and use the information they have brainstormed. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Early High School (9-10 grade)	<p>1. Students identify and assess personal identities and external supports and barriers.</p> <p>2. Students understand the importance of strengths and identities in their learning goals and future plans.</p> <p>3. Students are able to connect their personal strengths and identities to their post-secondary opportunities.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Invite students to participate in the <i>Scope of Strengths Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a Vision Board to reflect their findings after taking the surveys. See the activity, <i>Vision Board</i>, in the Social-Emotional Learning Toolkit (page 37) for additional information on this activity.</p> <p>3. Invite students to complete the <i>Puzzle of Positivity Activity</i> and use the information they have brainstormed. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. *Activity can be modified to include characteristics and/or strengths that would be beneficial for their future career pathway. Identify a career/career pathway in puzzle activity.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students use their personal strengths and identities to be empathetic and support others. 2. Students communicate an understanding of their growth and development, highlighting their personal strengths. 3. Students are able to connect their personal strengths and identities to their post-secondary opportunities. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Scope of Strengths Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a Vision Board to reflect their findings after taking the surveys. See the activity, <i>Vision Board</i>, in the Social-Emotional Learning Toolkit (page 37) for additional information on this activity. 3. Invite students to complete the <i>Puzzle of Positivity Activity</i> and use the information they have brainstormed. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. *Activity can be modified to include characteristics and/or strengths that would be beneficial for their future career pathway. Identify a career/career pathway in puzzle activity. 4. Create a visual representation or graphic organizer of personal strengths, goal setting lists, future career paths and/or personal pursuits to share with peers, teacher(s), and family.
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2C. Students demonstrate self-efficacy.

“I am capable of learning and engaging in multiple environments.”

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin building an awareness of the impact their strengths have on multiple learning environments.</p> <p>2. Students develop confidence by observing their peers and with explicit support from adults in the learning environment.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Create a collaborative personal strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree discussing ways that nourish and grow their strengths.</p> <p>2. Invite students to complete the <i>A Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Late Elementary (3-5 grade)	<p>1. Students participate to their ability at appropriate times without adult prompting.</p> <p>2. Students demonstrate a willingness to try new tasks and share ideas with others even with the possibility of failure.</p> <p>3. Students can identify internal and external barriers and understand how they impact the ability to achieve goals.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Following the reading of a story, ask students to draw, paint, or sculpt the main strength they heard in the story. See <i>Children's Book List: Teaching Valuable Life Lessons</i> for possible book choices.</p> <p>2. Invite students to complete the <i>Puzzle of Positivity Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. See the activity, <i>Personal Collage</i>, in the <i>Social-Emotional Learning Toolkit</i> (page 35) for additional information on this activity.</p>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior. 2. Students demonstrate the ability to use personal strengths in learning goals and understand that failure is only a part of learning. 3. Students can use feedback from members of their learning community to build on existing strengths. 4. Students can identify the difference between internal and external barriers and begin to identify strategies and resources to overcome them. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experience to make art.</i></p>	<ol style="list-style-type: none"> 1. Create an acrostic poem that identifies a strength for each letter of the student's name. See the activity, <i>Acrostic Poem</i>, in the <u>Social-Emotional Learning Toolkit</u> (page 35) for additional information on this activity. Invite students to create movements for each letter or a dance that accompanies their acrostic poem. 2. Brainstorm with students a list of strengths they believe are important for various categories, such as: <ul style="list-style-type: none"> • What makes a good friend? • What makes a good nurse? • What makes a good student? • Are strengths always visible to the eyes? • What grows and develops a person's strengths? <p>Invite students to complete the <i>Puzzle of Positivity Activity</i> and use the information they have brainstormed. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <ol style="list-style-type: none"> 3. Invite students to complete the <i>Scribble & Doodle Line Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand what motivates them to be successful. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to complete the <i>Puzzle of Positivity Activity</i> and use the information they have brainstormed. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.

	<p>2. Students feel pride in their work and recognize their unique abilities and strengths were the critical factors in success.</p> <p>3. Students identify strategies to overcome internal and external barriers.</p> <p>4. Students demonstrate a willingness to be an active member of their learning community by supporting others and sharing their unique perspectives and strengths.</p>	<p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>2. Invite students to complete the <i>Scribble & Doodle Line Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Late High School (11-12 grade)	<p>1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning.</p> <p>2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and community.</p> <p>3. Students practice strategies to overcome internal and external barriers.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students complete the <i>Puzzle of Positivity Activity</i> to identify personal strengths they view as important for the career they have selected. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>*Modify activity to include characteristics and/or strengths that would be beneficial for future career pathway. Identify a career/career pathway from the survey/assessment in puzzle activity.</p>

	4. Students understand the impact of external barriers on achieving goals and support members of their learning community in ways that minimize that impact.		2. Create a visual representation or graphic organizer of personal strengths, goal setting lists, future career paths and/or personal pursuits to share with peers and teachers.
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REGULATION

Regulation refers to one's ability to recognize and navigate emotions, feelings, cognitions and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

3A. Students demonstrate agency to manage their thoughts, feelings, and behavior across different contexts.

"I understand my emotions and I'm working to respond in a healthy way."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> Students begin to acknowledge and advocate for their needs. Students begin exploring use of strategies aligned to brain development to navigate intense or difficult feelings. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> As a whole group, create hand signals and visual cues that communicate needs, wants, or important bits of information to the teacher and each other.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> Students practice opportunities to learn and explore tools that will help them be aware of both positive and challenging emotions, respond in a healthy way, and focus on their goals. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> Practice naming needs and wants while determining the difference between the two. Develop and post visual representation of agreed upon classroom responses as a visual reminder.

	2. Students begin to understand emotions and how to respond in a healthy way by observing others in their learning community.		2. As a whole group or in partners, create hand signals that communicate needs, wants, or important bits of information to the teacher and each other. Develop poster or other visual aid of the hand signals as a visual reminder.
Middle School (6-8 grade)	<p>1. Students identify and describe the role of the amygdala in anxiety, aggression, and fear.</p> <p>2. Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this site.</p> <p>3. Students practice strategies that are aligned with brain development when they begin to notice a heightened emotional response (sometimes with an adult prompt).</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Have students in cooperative groups or individually present and share ways they mindfully regulate their emotions in different heightened emotional situations through visual presentation.</p> <p>2. Create a visual list, diagram, or infographic to outline the relationship between emotions and sensations.</p> <ul style="list-style-type: none"> • What do they look like, smell like, taste like and sound like? • How are they connected, and how are they different? • Where do you feel and experience these in your body?

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotion management strategies that can be implemented. 2. Students pause and reflect before they employ “stop and think” approaches or “self-talk” strategies. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Teach students how to challenge and change automatic negative thinking and other "self-talk" strategies. Discuss the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings, and coping strategies. Students could develop their own visual cue as a ‘thought-stopping’ technique. 2. Invite students to create a poster, infographic, or some other sort of visual aid that they can reference when needing to self-regulate. Visual aid can reflect the responses to the questions below. <ul style="list-style-type: none"> • What happens if we react without pausing and thinking about feelings and next steps? • What are three benefits to emotional regulation?
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students apply focused attention practices to help increase their attention and focus. 2. Students practice strategies aligned to brain development when they begin to notice a heightened emotional response without adult prompting. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. List and share ways to create focused attention practices, taking a few minutes each day to concentrate on a stimulus such as a focal point (some sort of visual stimuli) to bring self-awareness to the present moment, helping to regulate attention and focus. 2. Invite students to create a poster, infographic, or some other sort of visual aid that can be taught and shared with younger students on the importance of self-regulation.

			<p>Encourage students to present the item they created (if possible). Visual aid can reflect the responses to the questions below.</p> <ul style="list-style-type: none">• What strategy helps regulate when we feel overwhelmed?• What happens if we react without pausing and thinking about feelings and next steps?• What are three benefits to emotional regulation?
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3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to improve them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to identify challenging situations and create stress-reducing coping strategies that help calm the amygdala and nervous system with help from an adult.</p> <p>2. Students recognize body sensations and emotional reactions when feeling life stressors.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Facilitate the <i>Butterflies In Your Stomach Activity</i> to build mind-body awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Students explore worries/fears and the feelings connected to them by completing the <i>Defeat Your Monsters Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Students draw/paint where in their body they feel stress and use colors to represent different ranges of feelings.</p>
Late Elementary (3-5 grade)	<p>1. Students identify challenging situations and attempt various stress-reducing strategies in effort to calm the amygdala and nervous system. (with or without the help of an adult)</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Facilitate the <i>Butterflies In Your Stomach Activity</i> to build mind-body awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Students explore worries/fears and the feelings connected to them by completing the <i>Defeat Your Monsters Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

			<p>3. Students are provided a range of photos (can be taken from magazines, online, etc) and brainstorm what the challenging situation is being represented and any stressors related. Next, students draw, write, or sculpt a visual product illustrating how they would respond to the situation in the photo.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult).</p> <p>2. Students are able to recognize different stressors and their stress responses.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Students explore life stressors or other events that trigger feelings of anger, worry, frustration, etc., by completing <i>A Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Facilitate the <i>Butterflies In Your Stomach Activity</i> to build mind-body awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Students are provided a range of photos (can be taken from magazines, online, etc) and brainstorm what the challenging situation is being represented and any stressors related. Next, students draw, write, or sculpt a visual product illustrating how they would respond to the situation in the photo.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students identify supportive adults they can use as resources during challenging times.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work</i></p>	<p>1. Students explore life stressors or other events that trigger feelings of anger, worry, frustration, etc., by completing <i>A Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

	<p>2. Students are able to recognize different stressors and their stress responses in order to practice healthy coping strategies.</p>		<p>2. Students are provided a range of photos (can be taken from magazines, online, etc) and brainstorm what the challenging situation is being represented and any stressors related. Next, students draw, write, or sculpt a visual product illustrating how they would respond to the situation in the photo.</p> <p>3. Using journaling/image journaling, invite students to identify supportive adults in their lives that can be a resource in challenging times.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students identify supportive adults and peers they can use as resources during challenging times.</p> <p>2. Students recognize their life stressors and have strategies to manage them.</p> <p>3. Students demonstrate an understanding of how their brains respond to stress and practice healthy coping.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Students explore life stressors or other events that trigger feelings of anger, worry, frustration, etc., by completing <i>A Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Students are provided a range of photos (can be taken from magazines, online, etc) and brainstorm what the challenging situation is being represented and any stressors related. Next, students draw, write, or sculpt a visual product illustrating how they would respond to the situation in the photo.</p> <p>3. Using journaling/image journaling, invite students to identify supportive adults in their lives that can be a resource in challenging times.</p>

3C. Students understand the actions required to show personal responsibility.

"I can take responsibility through my actions."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to demonstrate their understanding of classroom and school norms, and the consequences when they are not followed. 2. Students view the classroom as a community and their own roles and responsibilities within their community. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Students participate in daily or weekly classroom jobs or helper duties- together, class creates visual description of the behaviors connected to each one. 2. Help students understand classroom guidelines/rules by asking small groups to create a visual aid (poster, infographic) that provides multiple examples of appropriate and inappropriate behavior. Allow students time and space to discuss, process, and share thoughts and feelings.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students and teachers co-create rotating class roles and responsibilities. 2. Students demonstrate an understanding of the impact of their choices and actions. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Have students participate in developing the "Classroom Roles & Responsibilities," and make them visible in the classroom for reference. Students can work collaboratively in small groups or partners to present why the role or responsibility is important to the classroom culture. In their small groups, students can create a visual reminder of the "Classroom Roles & Responsibilities." 2. Use social or moral stories/fables to engage in conversations about the impact of the choices we make. Allow students to use storyboards to share the stories and the moral of the stories.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students take ownership and engage in their learning. 2. Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator(s). 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Instruct students to complete the <i>Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Teach, practice, and model how to use growth mindset language and strategies. Read books, use visual aids, or view video clips by Carol Dweck about growth mindset. Provide students with the opportunity to create a visual aid, infographic, poster, etc., highlighting growth mindset language/lessons that can be shared in the school.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students have an awareness of personal safety skills and the consequences of irresponsible behavior. 2. Students demonstrate abilities to adapt to growth and change. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Students create a mind map depicting multiple ways they come ready to learn. 2. Offer "What If" situational scenarios to students to work out in small groups or pairs (can be personal situations or content-specific) then present ideas for resolving issues or topics with the class. Students create visual aids to share with class. 3. Teach, practice, and model how to use growth mindset language and strategies. Read books, use visual aids, or view video clips by Carol Dweck about growth mindset. Provide students with the opportunity to create a visual aid, infographic, poster, etc., highlighting growth mindset language/lessons that can be shared in the school.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students take responsibility for their own learning and personal growth. 2. Students reflect on their actions and demonstrate an awareness of how this affects others. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Students complete the <i>Bent Shape Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Offer "What If" situational scenarios to students to work out in small groups or pairs (can be personal situations or content-specific) then present ideas for resolving issues or topics with the class. Students create visual aids to share with class. 3. Teach, practice, and model how to use growth mindset language and strategies. Read books, use visual aids, or view video clips by Carol Dweck about growth mindset. Provide students with the opportunity to create a visual aid, infographic, poster, etc., highlighting growth mindset language/lessons that can be shared in the school.
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COLLABORATION

Collaboration refers to the ability to work well with others along lines of difference. Collaboration works to build positive communication, value multiple perspectives, effectively solve problems, and work through conflict.

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students participate in sharing time. 2. Students begin to be able to tell stories and listen to other's stories. 3. Students acknowledge greetings and goodbyes. 4. Students begin to understand that nonverbal communication is a form of communication. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Structure a specific time in the day that invites students to share with one another; model appropriate sharing by telling short personal stories with visual aids. Students will learn who you are as a person outside of school and learn how to share their own personal stories. Allow them to practice sharing with peers. 2. Instruct students to complete the <i>Active Listening Coloring Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students understand and practice nonverbal communication. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Demonstrate and model whole body listening skills; use social stories to reinforce listening skills. Chart ways students can listen with their bodies (i.e. eyes focused on speaker; body

	<p>2. Students begin to demonstrate active listening skills.</p> <p>3. Students begin to recognize emotional contagion when we are working with one another.</p>		<p>leaning forward, hands down or on lap/at side).</p> <p>2. Instruct students to complete the <i>Active Listening Coloring Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Middle School (6-8 grade)	<p>1. Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication.</p> <p>2. Students work on empathic listening skills to enhance the understanding of what the other person is saying.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p> <p>4. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Practice building empathic listening skills by using an Empathy Map when after viewing a video or movie clip of a character. Review the questions and have small groups work together to come up with a consensual idea about what the speaker is intending to communicate directly and indirectly. Then, have students illustrate what they came up with and share with the class.</p> <p>2. Have students take a folktale or fable and summarize the story to 5-8 sentences. In partners, have students share and listen to each other's summary and agree upon a final summary together. Next, create together an updated or modernized folktale or fable using an illustration to share with class.</p>
Early High School (9-10 grade)	<p>1. Students effectively respond to basic interpersonal comments and/or questions.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Practice building empathic listening skills by using an Empathy Map when after viewing a video or movie clip of a character. Review the questions and have small groups work together</p>

	<p>2. Students demonstrate the ability to give and receive feedback to work towards effective communication skills.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p>	<p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>to come up with a consensual idea about what the speaker is intending to communicate directly and indirectly. Then, have students illustrate what they came up with and share with the class.</p> <p>2. View TedTalks or YouTube Videos that share perspectives, emotions, feelings and people expressing different perspectives. After viewing the video, invite students to pairs or small groups to discuss, share perspectives, and highlight the effective communication strategies they viewed. Students write a journal entry following the exercise.</p>
Late High School (11-12 grade)	<p>1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing.</p> <p>2. Students recognize the importance of multiple perspectives within communication and seek understanding.</p> <p>3. Students learn to express their own strengths and area for growth in order to collaborate well.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Practice listening skills by use of a triad exercise where one person listens, one speaks, and one observes and then provides feedback while reviewing student work (e.g., drawing, sculpting, etc.).</p> <p>2. Give opportunities to groups of students to think and share ideas on given topics or questions. For example, place students in small groups to develop the evaluation criteria for a painting or sculpture and how to document ways to improve the quality of their work.</p>

4B. Students understand teamwork and how to work productively with others.

"I will be able to work productively with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to play games and construct activities where there are small groups of children working together. 2. Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Introduce experiential small group play-based activities in the classroom to allow multiple opportunities to practice collaborative skills and working together as a team member. (See <u>Social-Emotional Learning Toolkit</u> page 46 & 47 for cooperative learning examples). 2. Have students brainstorm lists of activities or experiences that can be done alone or together as they compare the lists and discuss topics such as inventions, relationships, education, sports, our homes, etc. Encourage each group to develop a visual aid to display their findings.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students engage in cooperative game play. 2. Students work with a partner or small group to model turn-taking, listening skills and teamwork. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Introduce experiential small group play-based activities in the classroom to allow multiple opportunities to practice collaborative skills and working together as a team member. (See <u>Social-Emotional Learning Toolkit</u> page 46 & 47 for cooperative learning examples). 2. Have students brainstorm lists of activities or experiences that can be done alone or

	<p>3. Students begin to understand the need for social interaction in order to fully experience the world.</p> <p>4. Students begin to understand how their brains are significantly impacted by social interactions.</p>		<p>together as they compare the lists and discuss topics such as inventions, relationships, education, sports, our homes, etc. Encourage each group to develop a visual aid to display their findings.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students participate with team/group members to problem-solve and contribute to group outcomes.</p> <p>2. Students practice active listening skills.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Provide time in class for students to build relationships with each other through games and discussion topics so when engaged in small group activities they are familiar with each other. Ensure there is a visual agreement available for students to see/review.</p> <p>2. Discuss personal and group goals and expectations before group project and set group norms/agreement before beginning tasks. Have students create a visual representation of the expectations.</p> <p>3. Instruct students to complete the <i>Objects In Art Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students cooperate and navigate roles and relationships for tasks during group experiences.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Discuss personal and group goals and expectations before group project and set group norms/agreement before beginning tasks. Have students create a visual representation of the expectations.</p>

			<p>2. Prepare a round table discussion about a current topic or problem. First, have 1/2 of the students participate in the round table discussion, with the other 1/2 of the students watch and critique the discussion using the following criteria: contribution to the discussion, courtesy, critical thinking, and outside knowledge. When finished, switch, so all students have the opportunity to participate and critique. Invite students to videotape the critique session, showcasing the highlights of the feedback.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students contribute to teams to produce original works or solve problems.</p> <p>2. Students demonstrate willingness and ability to work toward a common goal.</p>	<p><i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.</p> <p><i>Visual Arts Anchor Standard 2:</i> <i>Organize and develop artistic ideas and work.</i></p>	<p>1. Discuss personal and group goals and expectations before group project and set group norms/agreement before beginning tasks. Have students create a visual representation of the expectations.</p> <p>2. Give an opportunity for groups of students to create an original piece of artwork around a common topic, problem/solution, or issue in society. See the <i>Objects In Art Activity</i> as an exercise in the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

4C. Students apply conflict management skills.

"I will use assertive communication to effectively work through conflict."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to learn and practice using "I-feel statements". 2. Children with support are able to recognize conflict resolution strategies and routines they can put into place with other children when conflicts arise. 	<i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.	<ol style="list-style-type: none"> 1. Teach the use of the "I-message" and practice when and how to use them through guided improvisational experiences and learned movement. Model the use of "I-messages" – showing appropriate facial expressions and gestures using improvisational experiences to help guide student experience. Click here for I-message handout. 2. Create a group poster or visualization of words and phrases that students can use when a conflict arises. Invite students to identify parts of the body and document a body shape or position to connect mind-body awareness when in conflict by drawing a picture.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students continue to practice "I-feel statements" to address conflict when it arises. 2. Students begin to learn about assertive communication and the nonverbal language. 	<i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.	<ol style="list-style-type: none"> 1. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Discuss and practice appropriate and likable facial expressions and gestures one makes when using "I-messages." (See the Social-Emotional Learning Late Elementary Collaboration Lesson Plan) page 36.

	3. Students understand how their brains and bodies react to negative emotions and stress, impacting their ability to effectively resolve conflict.		2. Create a group poster or visualization of words and phrases that students can use when a conflict arises. Invite students to respond to conflict using assertive communication in a dance sequence through writing, symbols, or a form of media technology.
Middle School (6-8 grade)	<p>1. Students practice "I-feel statements" to address conflict when it arises and speak up for themselves using assertive language.</p> <p>2. Students demonstrate a plan for addressing conflict when it arises and maintain positive communication despite different perspectives.</p>	<i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.	<p>1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update ancient sculptures or paintings. Students need to use assertive communication strategies and conflict management skills to develop the project.</p> <p>2. Teach the difference between assertive, aggressive, and passive communication; apply knowledge/skills by providing critique to other students' artwork.</p> <p>3. Reinforce lessons on "I-messages," provide scenarios, role-plays, and skits for opportunities to practice. Click here for I-message handout.</p>
Early High School (9-10 grade)	1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens.	<i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.	1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update ancient sculptures or paintings. Students need to use assertive communication strategies and conflict management skills to develop the project.

	2. Students practice active listening and work to use "I-feel statements" throughout the conflict management process.		2. Engage in problem-solving discussions or small group-based cooperative learning games. For example, students are given one of the "Worst Case Scenarios." (See <u>Social-Emotional Learning Toolkit</u> page 46).
Late High School (11-12 grade)	<p>1. Students find constructive solutions and work towards compromises, seeking a win-win outcome.</p> <p>2. Students model active listening and use "I feel statements" throughout the conflict management process.</p>	<i>Visual Arts Anchor Standard 1:</i> Generate and conceptualize artistic ideas and work.	<p>1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update ancient sculptures or paintings. Students need to use assertive communication strategies and conflict management skills to develop the project.</p> <p>2. Engage in problem-solving discussions or small group-based cooperative learning games. For example, students are given one of the "Worst Case Scenarios." (See <u>Social-Emotional Learning Toolkit</u> page 46).</p>

CONNECTION

Connection refers to the ability to navigate norms in diverse social settings, understanding power dynamics, respect the perspectives of and listen to others. Connection helps students cultivate ways to create a positive community that values multiple perspectives, identities and experiences.

5A. Students build relationships with people who are both similar to and different from them (selves) and engage respectfully with all people by acknowledging one another's heritages, traditions, and perspectives with an open mind.

"I build positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students are aware of norms in multiple social settings and co-construct what it means to behave respectfully in a given environment with the support of adult educators.2. Students will develop language and knowledge to accurately describe how people, including themselves, are both similar and different from each other.	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none">1. Provide opportunities for cooperative play, creating paintings, drawings, and/or sculptures to demonstrate ways in which we connect, rely, and need one another.2. Read culturally responsive children's literature or watch videos of people in various cultural settings observing how people move and speak. Create a visual representation of the ideas generated by students.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate an understanding that individuals have different perspectives based on their experiences, interactions with others, and the values expressed by friends and family. 2. Students listen to others' perspectives and begin to view situations through the lens of others. 3. Students practice listening to how other students might think or feel different than them. 4. Students understand that life is easier for some people and hard for others and the reasons for that are not always equitable. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Provide opportunities for students to connect their cultural background and personal histories. Invite them to construct a visual representation (i.e., a family tree) showing their connection to their family heritage or family story. 2. Invite students to participate in the <i>Affirmations Web Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Watch short video clips of people in various cultural settings observing how people moved and spoke. Create a visual representation of the ideas generated by students. Use an <u>Empathy Map to guide discussion.</u>
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate an awareness of how people may be treated and show compassion when they see anyone being excluded or mistreated because of their beliefs, values, or identities. s. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Affirmations Web Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Invite students to participate in the <i>A Picture Says A Thousand . . . Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

	<p>2. Students show curiosity about others, seeking information about others' histories and lived experience.</p> <p>3. Students can ask questions and listen through a non-judgmental lens.</p> <p>4. Students show an understanding that honoring diversity creates an open, welcoming community.</p>	<p><i>Visual Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>3. Provide opportunities to connect different cultural backgrounds and practices and construct a visual representation showing their connection to a culture that is different from their own.</p>
Early High School (9-10 grade)	<p>1. Students listen to others' ideas and respect different ways of being and doing.</p> <p>2. Students think critically about equity, social justice, and marginalized groups (or people) in society.</p>	<p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Invite students to participate in the <i>Behind The Mask Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Invite students to participate in the <i>A Picture Says A Thousand . . . Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Find and read news articles or view news video clips to generate discussion about equity and social justice. Encourage students to create an infographic to depict the main lessons learned.</p>

			<p>4. Have students explore speeches given by people of diverse perspectives and in different contexts. Allow students to construct a visual representation of their findings and present it to the class.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students advocate on behalf of themselves and others, demonstrating the ability to stand up to discrimination, prejudice, and exclusion.</p>	<p><i>Visual Arts Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Visual Arts Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Find and read news articles or view news video clips to generate discussion about equity and social justice. Encourage students to create an infographic to depict the main lessons learned.</p> <p>2. Invite students to participate in the <i>Behind The Mask Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

5B. Students understand and express empathy, care, and concern for themselves and others.

"I can identify and demonstrate care and concern for others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> Students begin developing trusting and dynamic relationship with peers and school educators through reciprocal interactions, conversations, and experiences with others. Students show kindness and positive regard for others. Students express empathy when people are excluded or mistreated for any reason with the support of a trusted adult. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> Share a favorite children's book, show a favorite piece of art (photo, drawing, painting, video), and/or share a personal experience with students showing your personal side. Create notes or letters, works of art, or videograms to share with others showing thanks, compassion, and/or greetings.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> Students listen, begin to understand, and explain nonverbal and verbal communication with adults and peers. Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult). 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> Teach how to create individual and group tableau (frozen body pictures) to communicate , concepts, information, and feelings nonverbally. Share tableau pictures like a slide show with classmates to show a sequence of events in a story, a timeline, or a series of concepts. Create notes or letters, works of art, or videograms to share with others showing thanks, compassion, and/or greetings.

	3. Students express empathy when people are excluded or mistreated for any reason.		3. Invite students to participate in the <i>Affirmations Web Activity</i> . See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Middle School (6-8 grade)	<p>1. Students work to understand another's emotions, the root cause of these emotions, and how to best respond to the needs.</p> <p>2. Students are aware of their nonverbal and verbal responses to another's emotions, perspectives, and behaviors.</p> <p>3. Students understand the impact of mirror neurons, both the potential for positive effects as well as negative effects.</p> <p>4. Students show empathy towards others.</p>	<p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Teach how to create individual and group tableau (frozen body pictures) to communicate , concepts, information, and feelings nonverbally. Share tableau pictures like a slide show with classmates to show a sequence of events in a story, a timeline, or a series of concepts.</p> <p>2. Invite students to participate in the <i>Affirmations Web Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Early High School (9-10 grade)	1. Students express empathy and have the courage to speak up for others.	<i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i>	<p>1. Invite students to participate in the <i>Affirmations Web Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Give students the lead in agreeing upon and designing their classroom charter. Explain the purpose of the charter and the value of a democratic process. Instruct students to create a visual document (i.e., infographic) to display their charter.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students identify anti-bias experiences/interactions. 2. Students defend against bias, prejudice, and privilege when encountered. 	<p><i>Visual Arts Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Give students the opportunity to become the art critics. How would they deliver critical feedback to artists bringing their artwork to them for review. 2. Explain to the students they are now the owners of an art gallery. They must now develop the “guidelines” that determine what type of artwork their gallery will display. Break students into small groups. Each group will develop its own art gallery guidelines and present to the larger group. Process as a whole group the strengths and challenges of each group’s guidelines – focusing on how each group communicated care and concern for potential artists as a priority (or if this was a missing component).
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CRITICAL THINKING

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of their own thought processes and the effects they have on learning.

"I know the ways I learn best."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to talk about how they are learning. 2. Students begin using various leaning techniques. 3. Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Teach the parts of the brain and how each part affects their learning and emotions. Demonstrate using a model of a brain and teaching the hand model of the brain to students. 2. Introduce simple goal-setting strategies in the form of learning goals to focus on the learning process, not achievement focused. Have students draw, paint, or create a visual model of their goal to make it visual and memorable.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students break down tasks into small, manageable steps. 2. Students learn about their strengths and how those strengths can support them in learning. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Use existing Graphic Organizers like K-W-L, create a pictured table, make an original picture, or develop a word list of task steps to help students learn how to organize their thoughts and work.

	<p>3. Students begin to organize their materials in ways that work best for them.</p> <p>4. Students continue to learn about their brain and its functioning. Students can set short-term learning goals.</p> <p>5. Students learn what bias is and how it affects their own thinking and decision making.</p>		<p>2. Explore Howard Gardner's Multiple Intelligences by having students learn about and present the various ways we are "smart" through their own artwork.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students understand how they learn best when completing various tasks and begin using that knowledge independently (e.g., what types of organization system is best for them, preferred study habits, etc.).</p> <p>2. Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals.</p> <p>3. Students continue to learn about their brain and its functioning.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Teach SMART goal development and how to action-plan. Develop a personal SMART goal map. SMART goals are:</p> <ul style="list-style-type: none"> • Specific • Measureable • Attainable/Achievable • Realistic/Relevant/Resources • Timeline/Time-Oriented <p>Find <u>SMART goal templates here</u>.</p> <p>2. Use existing Graphic Organizers like K-W-L, create a pictured table, make an original picture, or develop a word list of task steps to help students learn how to organize their thoughts and work.</p> <p>3. Use Exit Tickets after a class session and/or other classroom formative assessment tools to allow students to reflect and assess their learning. Example of <u>exit tickets found here</u>.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests. 3. Students can recognize their strengths and growth areas in learning and processing information. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Take students through a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a whole class to help evaluate a painting or sculpting technique. Find a SWOT Analysis template <u>here</u>. 2. Use Graphic Organizers to help organize complex information into categories, allowing students' brains to visualize information and remember for future retrieval. Reflect upon a dance and discuss its artistic intent and artistic expression. 3. Complete a 3-Minute Paper Activity, answering each question in 1-2 sentences after reviewing a visual artwork. <ul style="list-style-type: none"> • What is new concept or idea did you learned from today's review? • How has this learning contributed to your artistic expression? • How do you think you will apply this new understanding? <p>See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand how they learn best when completing different tasks. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Take students through a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a whole class to help evaluate a painting or sculpting technique. Find a SWOT Analysis template <u>here</u>.

	<p>2. Students know their preferences for studying for tests.</p> <p>3. Students ask questions and can engage in discussion that demonstrates a deep understanding of content.</p>		<p>2. Complete a <i>3-Minute Paper Activity</i>, answering each question in 1-2 sentences after reviewing a visual artwork.</p> <ul style="list-style-type: none"> • What is new concept or idea did you learned from today's review? • How has this learning contributed to your artistic expression? • How do you think you will apply this new understanding? <p>See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
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6B. Students understand the decision-making process and the role bias plays in making decisions.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand the "if/then" logic of choices. 2. Students can make decisions when limited options are presented. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Give students 2 options when there is a decision to be made without overwhelming them with too many options. Discuss why deciding between 2 options is easier than 3 or more options. Provide this activity by sharing two different paintings, asking students which portrait is best (in their opinion). 2. Provide a limited amount of building materials, recyclable materials, or game pieces to help students decide how to create an identifiable and usable object.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students recognize there is a problem or a situation that needs attention by gathering information from multiple perspectives. 2. Students can identify different solutions to the problem they are faced with. 3. Students can evaluate the choices available to them. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Create a decision tree or t-chart to analyze a choice made determining the positives/challenges; strengths/weaknesses; advantages/disadvantages when working through the problem-solving process or decision-making process. Present results to peers visually. 2. Facilitate the <i>Objects In Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students discuss and evaluate how their decisions impact other people. 2. Students determine what information is needed to make a decision. 3. Students recognize how one's values, beliefs, and biases impact how they make decisions. 4. Students begin to understand the difference between reactive or reflective decisions. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate the <i>Objects In Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Invite students to interview 3-5 people (from different cultural backgrounds and age levels) about how they approach making a decision. <ul style="list-style-type: none"> • What information is gathered to make the decision? • What are values and beliefs that are considered when making a decision? • Was it a quickly-made decision, or did the decision take time to make? • Ultimately, was it the best decision for you? <p>Have students present what they have learned and facilitate a whole class debrief/discussion.</p> 3. To help students connect values, decision-making skills, and future planning, invite students to complete <i>A Postcard To You Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
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<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand and utilize problem-solving steps when making decisions. 2. Students understand how personal beliefs, values, and biases influence decision-making. 3. Students begin to connect how decisions they make impact their future successes and wellbeing. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to see other people's points of view and feelings in a particular decision-making scenario. For example, a leader of an organization decides to decrease the number of working days from 6 days/week to 5 days/week so that the organization saves money on the number of hours paid to employees. In small groups, make a list of how this decision would impact the people working, the facilities/building needs, the "bottom-line" of the organization, and other factors resulting from this decision. 2. To help students connect values, decision-making skills, and future planning, invite students to complete <i>A Postcard To You Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand and apply problem-solving techniques. 2. Students take into account how personal beliefs, values, and biases influence decision-making. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to see other people's points of view and feelings in a particular decision-making scenario. For example, a leader of an organization decides to decrease the number of working days from 6 days/week to 5 days/week so that the organization saves money on the number of hours paid to

	<p>3. Students evaluate how their decisions will impact themselves and others.</p> <p>4. Students recognize that their decisions affect their future successes and wellbeing.</p>		<p>employees. In small groups, make a list of how this decision would impact the people working, the facilities/building needs, the "bottom-line" of the organization, and other factors resulting from this decision.</p> <p>2. To help students connect values, decision-making skills, and future planning, invite students to complete <i>A Postcard To You Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Develop a list of important decisions teenagers are currently making in their lives. Create a visual representation or T-Chart to support in the decision-making process.</p> <p>4. Analyze the skills needed for a specific career choice for which the student shows interest. Determine important decisions that are made on a daily basis for this career. Present through video, PowerPoint, poster, or infographic.</p>
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6C. Utilizing the thinking process, students will analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students show curiosity in the learning environment. 2. Students ask questions to find out more information. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Set up the classroom space for students to explore; Create pictures, lists, tables, and charts to show what students are curious to know more about. Find a common theme or topic connected to dance to explore as a class. 2. Use children's literature with pictures to allow students opportunities to problem-solve through story using drawings or sculpting images.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis about problems they face. 2. Students are able to reflect on their learning. 3. Students understand and use the problem-solving process. 	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none"> 1. Discuss whole group common issues/problems that occur in the classroom (i.e. talking out of turn, pathway between furniture too narrow, materials need organized). Make a visible list for students to review and in smaller groups, develop ways to solve these issues or reduce the number of times the issues occur. Present by storyboard, video, architecture design, or map. 2. Instruct students to complete the <i>Patterns, Dots, & Lines Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Facilitate <i>A Picture Says A Thousand Words Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis for problems in their learning environment. 2. Students regularly challenge current beliefs and mindsets, including their own. 3. Students continue to use reflective thinking practices. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Keep a reflective journal; Use <u>Reflective Writing Sentence Starters</u> as a way to find meaning or artistic intent when reviewing artwork. 2. Teach students to set individual growth mindset learning goals. To help students focus on learning goals, explain that these goals are stated positively and typically express one of these three items: <ul style="list-style-type: none"> • I will learn to... • I will be able to... • I will succeed in... Ask students to display their learning goal through a visual image or infographic. 3. Facilitate <i>A Picture Says A Thousand Words Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students focus on finding the best explanation rather than being right. 2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Teach and use the Thinking Aloud in Pairs for Problem Solving (TAPPS) strategy to increase students' skills in critical thinking and metacognition. 2. Facilitate with students the <i>3-Minute Paper Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.

	<p>3. Students understand the importance of considering multiple viewpoints in the problem-solving process.</p> <p>4. Students are able to approach problem solving with an open mind by taking into account other's opinion explanations.</p>		
Late High School (11-12 grade)	<p>1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals.</p> <p>2. Students apply self-corrective thinking.</p> <p>3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Teach and use the <i>Thinking Aloud in Pairs for Problem Solving (TAPPS)</i> strategy to increase students' skills in critical thinking and metacognition. Reflect upon the ideas expressed by the artist the students are researching. Explain how the perspectives expressed by the artist may impact one's own interpretation. Provide evidence to support one's analysis.</p> <p>2. Have students complete a <i>SWOT Analysis</i> to find a suitable solution to an issue or feedback received from an art critic.</p> <p>3. Facilitate with students the 3-Minute Paper Activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

MINDSET

Mindset refers to the ability to demonstrate cognitive flexibility, innovative and adaptive thinking strategies, and a growth perspective. Developing mindset is a critical learning skill that helps students examine multiple cultural lenses helping to develop perseverance, self-discovery, resilience, and the ability to receive and give constructive feedback.

7A. Students demonstrate a growth perspective, highlighting the ability to learn from challenges or failures and try again.

"I can learn and grow from challenges and failures."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. Students seek support from an educator to help find ways to learn from mistakes. 2. Students show excitement for learning.	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i> <i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i>	1. Place growth mindset posters or other visual aids to offer reminders about the importance of learning from mistakes and giving effort. 2. Provide time for students to brainstorm collaboratively multiple approaches to an art or design problem.
Late Elementary (3-5 grade)	1. Students describe how learning from mistakes helps build new neural connections. 2. Students recognize that mistakes are a part of the learning process.	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i>	1. Place growth mindset posters or other visual aids to offer reminders about neuroplasticity.

		<i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i>	2. In small groups, instruct students to combine ideas to generate an innovative idea for art-making. Ask students to brainstorm potential problems or challenges that could be a barrier to the project.
Middle School (6-8 grade)	<p>1. Students demonstrate adaptive thinking strategies to learn from challenges or mistakes.</p> <p>2. Students understand that learning from challenges increases the opportunity to change their brain.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Place growth mindset posters or other visual aids to offer reminders and explore a variety of solutions to problems.</p> <p>2. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes and the importance of receiving feedback from others to expand visual thinking possibilities.</p> <p>3. Facilitate the <i>Unseen Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Early High School (9-10 grade)	<p>1. Students practice growth mindset strategies.</p> <p>2. Students demonstrate that learning with a growth mindset is done by taking small steps despite the challenges.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<p>1. Have students reflect about what they have learned from their mistakes/challenges and either draw or write about their work, or about a learning experience they are working on. Talk about your own challenges/mistakes to model the importance of learning from mistakes.</p> <p>2. Create a culture of celebrating mistakes and the importance of receiving feedback from others to expand artistic abilities. Facilitate</p>

			<p><i>Hashtag The Day Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students develop innovative and flexible thinking strategies to overcome barriers. 2. Students recognize the value in learning from mistakes. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. Have students reflect about what they have learned from their mistakes/challenges and either draw or write about their work, or about a learning experience they are working on. Talk about your own challenges/mistakes to model learning from mistakes. 2. Create a culture of celebrating mistakes and the importance of receiving feedback from others to expand artistic abilities. Facilitate <i>Hashtag The Day Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Use formative assessments to provide multiple opportunities to give feedback and gain student input. Examples include, applying feedback from art critics, peer feedback, and other external art reviewers.

7B. Students practice innovative and adapted thinking.

"I am open to trying new and creative strategies, learning from the cultural perspectives of others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students understand mistakes are a normal part of the learning process.</p> <p>2. Students begin to apply creative ideas and show enthusiasm for learning.</p>	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Intentionally make a mistake when writing or drawing -- challenge students to find it.</p> <p>2. Use collage art because it inspires cognitive flexibility.</p>
Late Elementary (3-5 grade)	<p>1. Students demonstrate adaptive thinking as they gain new information and understand cultural perspectives.</p> <p>2. Students apply creative thinking skills and strategies.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Promote divergent thinking: Practice divergent thinking exercises and games, such as, bringing in an item (box, cardboard rolls, old games, etc.) and invite students to create something from these items.</p> <p>2. Intentionally make a mistake when writing or drawing -- challenge students to find it.</p> <p>2. Use collage art because it inspires cognitive flexibility.</p>
Middle School (6-8 grade)	<p>1. Students demonstrate adaptive thinking by showing an openness to learn from the diverse cultural perspectives of others.</p> <p>2. Students regularly challenge current beliefs and mindsets, including their own.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Promote divergent thinking: Practice divergent thinking exercises and games, such as, bringing in an item (box, cardboard rolls, old games, etc.) and invite students to create something from these items.</p> <p>2. Facilitate the <i>Hashtag The Day Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

	3. Students use reflective thinking.		3. Encourage students to collaborate with others to revise and expand a painting or sculpture using methods of traditional and contemporary artistic practices, following or breaking established conventions -- to expand or adapt the design based on a new theme, idea, or concept.
Early High School (9-10 grade)	<p>1. Students practice multiple divergent thinking strategies.</p> <p>2. Students show effort and apply creative strategies demonstrating cognitive flexibility.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a theme, idea, or concept.</p> <p>2. Facilitate with students the <i>3-Minute Paper Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
Late High School (11-12 grade)	<p>1. Students apply creative strategies and novel approaches when faced with problems or learning tasks.</p> <p>2. Students focus and try multiple flexible and creative thinking strategies.</p>	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a theme, idea, or concept.</p> <p>2. Facilitate with students the <i>3-Minute Paper Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

7C. Students demonstrate an openness to receive and give constructive feedback.

"I improve when I keep an open-mind about the feedback that others give."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to learn how to receive feedback from educators. 2. Students demonstrate flexible thinking based on the feedback received from others. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Visual Arts Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Visual Arts Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. Have students practice using growth mindset language. Ask students to explore a variety of solutions to a movement problem using strength-based, growth-mindset language. Model and demonstrate communication practices that are polite, clear, and compassionate. Provide visual cues via posters or hand signals. 2. Use/model process praise when identifying subject matter and describing relevant details in artwork. 3. Use "Growth Mindset" oriented stickers as feedback rather than check marks on papers or other types of stickers.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students use questioning to help make sense of feedback received. 2. Students engage in a guided discussion with the educator when receiving feedback. 3. Students develop skills as they learn to give and receive constructive feedback with peers. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Have students practice using growth mindset language. Ask students to explore a variety of solutions to a movement problem using strength-based, growth-mindset language. Model and demonstrate communication practices that are polite, clear, and compassionate. Provide visual cues via posters or hand signals. 2. Use/model process praise when identifying subject matter and describing relevant details in artwork.

			3. Use <u>"Growth Mindset" oriented stickers</u> as feedback rather than check marks on papers or other types of stickers.
Middle School (6-8 grade)	<p>1. Students demonstrate innovative and adaptive thinking by using the feedback received from others.</p> <p>2. Students recognize the growth opportunity and ability to gain multiple perspectives from giving and receiving feedback.</p>	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Use/model process praise when reviewing a piece of artwork with students.</p> <p>2. Through storytelling, read a folk tale or fable, and as partners, summarize the story in 5 sentences. With the summary story, create a new, updated story that keeps the moral of the story while allowing the students to teach through their own visual artwork how they learn from feedback. and compassionate.</p>
Early High School (9-10 grade)	<p>1. Students view feedback as 'data' that helps them learn.</p> <p>2. Students apply new knowledge gained from self-reflection and feedback from others to make positive changes.</p>	<i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<p>1. Use/model process praise when reviewing a piece of artwork with students.</p> <p>2. Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals. Make changes to existing goals to reflect the learning from this process.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand mistakes provide opportunities to grow using the feedback from others. 2. Students view feedback as 'data' that helps them learn. 	<p><i>Visual Arts Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Use/model process praise when reviewing a piece of artwork with students. 2. Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals. Make changes to existing goals to reflect the learning from this process. 3. Students embark on an artistic investigation of an aspect of present- day life using a contemporary practice of art or design.
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